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ABSTRACT

This report provides a comprehensive overview of New York State post-secondary opportunity programs for the educationally and economically disadvantaged during the year 1974-75 and includes the Regents comments and recommendations. The purpose of opportunity programs is to prepare students who have had poor academic preparation for a successful college career. Opportunity programs assist students directly through the provision of financial aid and supportive academic services such as counseling and tutoring. Data from all sectors (HEOP, EOP, SEEK, and College Discovery) are tabled and compared. Included among the data are economic demographic, and academic profiles of program students; financial aid and student supportive services summaries; distribution figures of program students according to ethnicity, sex, and age; and enrollment, retention, and graduation figures. Major subject areas of study, students' academic progress, and program expenditures are also included. (Author/ES)

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NEW YORK STATE
PROGRAMS
OF
POSTSECONDARY OPPORTUNITY
1974-75

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Summary of Reports,

Analysis, and

Regents Recommendations

MAY 25 1977

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ANNUAL REPORTS FOR 1974-75 FROM EOP AT SUNY AND SEEK AND COLLEGE DISCOVERY AT CUNY

To the Commissioner of Education:

April 1, 1977

Section 6452-5.6 of the Education Law requires that the Regents review and submit to the Governor and the Legislature, with their comments and recommendations, annual reports from opportunity programs at the public universities.

Department staff have prepared a summary of opportunity programs, along with proposed comments and recommendations for review and approval of the Regents and submission by them to the Governor and Legislature. This report fulfills legal requirements, and also provides a comprehensive overview of postsecondary opportunity programs in the public and independent sectors currently in operation.

The EOP, SEEK and College Discovery 1974-75 reports are available for inspection.

After approval by the Regents, this document will be forwarded to the Governor and the Legislature in accordance with the Education Law.

RECOMMENDATION: I recommend that the Regents approve the document, "New York State Postsecondary Opportunity Programs, 1974-75" and authorize its release.

Respectfully submitted,

T. Edward Hollander

Approved

Commissioner of Education

4/18/77

Date

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ANNUAL REPORT

NEW YORK STATE OPPORTUNITY PROGRAMS

1974 - 1975

with

REGENTS COMMENTS AND RECOMMENDATIONS

The University of the State of New York
The State Education Department
Albany, New York 12230

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I

INTRODUCTION

In 1966, a State program was instituted to advance the cause of equality of educational opportunity in the City University of New York (CUNY). This program came to be known as Search for Education, Elevation and Knowledge (SEEK) at the senior colleges of the City University, and College Discovery at the community colleges in New York City. A similar program (EOP) was extended later to some units of the State University of New York (SUNY). In 1969, a comparable program was initiated at private colleges and universities under the Higher Education Opportunity Program (HEOP).

Sections 6451 of the education law, as added by Chapter 1077 of the laws of 1969, which established the HEOP program, provided for Statewide coordination of these programs at CUNY, SUNY, and the private colleges and universities under the aegis of the Board of Regents. Five million dollars was appropriated initially for implementing its provisions. Appropriations have grown over the years and for 1974-75 totalled over $32,000,000.

Section 6452, Paragraph 5a, directs that "the trustees of the State University and Board of Higher Education in the City of New York shall each furnish to the Regents, the Director of the Budget, and the Chairman of the Senate Finance Committee, at least annually, a report .... of the operations of such programs. The Regents shall review such report and forward same, together with their comments and recommendations to the Governor and the Legislature."

This report displays and compares data from all the sectors (HEOP, EOP, SEEK, and College Discovery) where there are State-supported programs of postsecondary education for the disadvantaged.

II

SUMMARY AND RECOMMENDATIONS

The State-sponsored postsecondary opportunity programs for disadvantaged students have grown to the point where more than 31,000 students participated in them during 1974-75.

There are encouraging signs of success in opportunity programs. Even though program students entered higher education with academic deficiencies so severe that they would not have been admitted under regular procedures, in 1975 almost half of all opportunity students were "on track" for graduation at the same time as their regularly admitted counterparts. Students "on track" in HEOP and EOP reached almost seventy-five percent.

Still, problems were apparent in several areas. The extent to which students had to finance their education was not equitable among students in all programs. Students in community colleges had to bear a heavier financial burden than those in four year programs. There is need to coordinate all sources of funding (BEOG, TAP, Social Services, Veterans Benefits and the like) into a single student budget. This would guard against duplicate funding from different sources.

While most students were making satisfactory academic progress, records indicate that tighter controls are needed to insure that all program students are meeting the minimum requirements.

Finally, to guarantee the best use of student talent and potential, on-going career planning should be provided for all students. Failure to explore new areas could result in having opportunity program students prepared for fields in which job opportunities are scarce.

SUMMARY

TABLE I

OPPORTUNITY PROGRAM GROWTH, 1973-74 TO 1974-75

	Projected Enrollments 1973-74	1974-75	Differences	Percent Growth Rate
SEEK	9,800	10,700	900	9.2
HEOP	5,300	5,300	0	0
EOP STATE	7,500	7,600	100	1.3
COMMUNITY	2,700	3,000	300	11.1
COLLEGE DISCOVERY	4,600	4,600	0	0
TOTALS	29,900	31,200	1,300	4.3

TABLE II

AVERAGE ACTUAL ENROLLMENTS IN OPPORTUNITY PROGRAMS 1974-75

SEEK	10,398
HEOP	
4 yr.	4,347
2 yr.	908
EOP	
STATE-OPERATED	7,488
COMMUNITY	3,468
COLLEGE DISCOVERY	4,508
TOTAL	31,117

4 77

Profile of Opportunity Students

During 1974-75, opportunity programs provided substantial access for the "educationally and economically" disadvantaged. The majority of program students came from relatively large households with extremely low incomes. Twenty-five percent of the freshmen were receiving public assistance.

TABLE III

OPPORTUNITY STUDENT ECONOMIC PROFILE (PERCENTS)[1]

	SEEK	HEOP	EOP STATE	EOP COMMUNITY	COLLEGE DISCOVERY
Family Income Below 6500[2]	63.4	85.3[3]	73.8	79.4	71.0
Social Service Recipients	28.1	20.2	16.3	26.2	35.0
Five or More in Household	11.8	31.4	35.1	33.6	36.1

[1] First-time students only.
[2] Gross family income, 1973-74.
[3] Below $7800.

The severe academic disadvantages exhibited by all entering students are shown in Table IV. Sixty percent of all first-time students were in the lower three quintiles of their high school class. Another sixteen percent entered college with General Equivalency Diplomas or with no diplomas.

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TABLE IV

OPPORTUNITY STUDENT ACADEMIC PROFILE (PERCENTS)[1]

	SEEK[2]	HEOP	EOP STATE	EOP COMMUNITY	COLLEGE DISCOVERY	TOTAL AVERAGE
High School Average Below 80	79.0	79.4	76.1	88.2	85.0	81.5
High School Average Below 70	34.1	38.9	17.0	27.1	40.0	31.4
Lower Three Quintiles of High School Class	—[3]	58.6	67.4	87.5	29.6	60.8
Non-Academic Diploma	—[3]	28.0	29.9	44.4	—[3]	34.1
GED	6.4	16.1	8.3	21.4	1.4	10.7
No Diploma	—[3]	8.5	0.3	9.3	—[3]	6.0
SAT Verbal Below 379[5]	—[4]	64.3	59.1	74.9	—[4]	66.1
SAT Math Below 379[6]	—[4]	53.1	56.9	58.9	—[4]	56.3

1. Entering freshmen only.
2. 6 percent not available.
3. Not available.
4. SEEK and College Discovery do not collect this data.
5. The mean SAT Verbal score for the State was 434.
6. The mean SAT Math score for the State was 472.

4 77

The programs serve students from groups traditionally under-represented in higher education and indirectly have become major vehicles for the racial integration of the State's higher education system. As of 1975, about thirty-two percent of all ethnic minority students in undergraduate education in the State were in opportunity programs. Women were in the majority in all programs, except those at SUNY State-operated campuses.

TABLE V

OPPORTUNITY STUDENT DEMOGRAPHIC PROFILE (PERCENTS)

	SEEK[1]	HEOP[2]	EOP STATE	EOP COMMUNITY	COLLEGE DISCOVERY	AVERAGE
Male	40.2	45.7	51.1	44.7	40.4	44.4
Female	59.8	54.3	48.9	55.3	59.6	55.6
Age 21-25	40.1	34.6	41.7	35.1	32.9	36.9
Over 25	13.1	29.7	18.1	32.5	12.8	21.2
Black	61.1	61.4	55.6	54.5	48.0	56.1
Spanish-Surnamed	30.6	16.6	11.9	5.8	36.7	20.3
Oriental	2.2	1.8	1.1	0.2	1.6	1.4
Native American	0.1	1.6	1.4	0.7	0.2	0.8

1. Not included: Baruch College, Brooklyn College, Queens College.

2. Not included: State University College at Oneonta.

Academic Progress -

Academic success for college students is measured by the cumulative grade point average (GPA) and the rate of credit accumulation. At least 52 percent of the opportunity students had a GPA above 2.0, the normal passing or "C" level. Of all programs, HEOP and EOP four-year students ranked

the highest, with approximately 60 percent above 2.0. At least 68 percent of all students were accumulating credits at a rate sufficient to graduate with an extended eligibility period (five years from the time they enrolled in baccalaureate programs and three years in associate degree programs).

TABLE VI

OPPORTUNITY STUDENT ACADEMIC PROGRESS PROFILE (PERCENTS)

	SEEK	HEOP[1]	E O P STATE	E O P COMMUNITY	COLLEGE DISCOVERY
Percent with GPA Below 1.0 (D)	13.7	9.3	10.6	17.7	10.3
Percent with GPA Above 2.0 (C)	58.8	67.9	61.9	52.7	48.5
Average Annual Credits Earned by 4th Semester Students	15.7	23.1	23.1	27.0	8.2
Average Annual Credits Earned by 8th Semester Students	21.6	27.6	32.9	62.0	4.3
Percent "on track"[2]	68.9	84.5	77.5	68.3	70.7

1. Four-year full-time students only.

2. Accumulating credits so that the student will graduate within the period of eligibility - i.e., a four-year student will graduate within ten semesters.

Special Program Services

Opportunity programs assist students directly through the provision of financial aid and supportive academic services.

In all programs, the total available financial assistance failed to offset the college-going costs to the student. Even with opportunity program direct grants, students had to contribute between $521 and $2377 annually.

TABLE VII

OPPORTUNITY STUDENT FINANCIAL AID SUMMARY

	SEEK[5]	H E O P 4 yr	H E O P 2 yr	E O P STATE	E O P COMMUNITY	COLLEGE[5] DISCOVERY
Total Financial Aid[1]	$ 895	$3943	$1906	$2529	$1919	$1179
Grants	826	3635	1831	2113	1809	1103
Loans	26	282	41	181	74	16
Work	43	26	34	235	36	60
Opportunity Program[2] Grant	498	826	611	856	635	667
Total Need-Student[3] Budget	3,040	5025	4283	3050	3141	3040
Unmet Need[4]	$2,145[5]	$1082	$2377	$ 521	$ 1222	$1861

1. Includes institution, State and Federal sources.
2. Included in Total Financial Aid.
3. College-going costs for nine months.
4. Difference between budgeted college-going costs and grant aid.
5. Institutional aid is not included.

Supportive academic services were utilized to make up for the disparity between the opportunity student's educational preparation and the performance demanded at the college level. While not every student required tutoring, those who used this service showed relatively heavy usage, averaging 18 hours per year. All students were offered counseling services in personal, financial, psychological, academic and career areas provided by program counselors.

TABLE VIII

OPPORTUNITY STUDENT SUPPORTIVE SERVICE SUMMARY

	SEEK	HNOP	E O P STATE	E O P COMMUNITY	COLLEGE DISCOVERY	AVE
Hours of Tutoring per Enrolled Student	5.0	12.2	7.1	5.0	13.4	
Hours of Tutoring per Tutored Student	15.7	17.0	17.6	14.1	20.1	
Hours of Counseling per Counseled Student	28.9	21.4	---[1]	---[1]	6.7	

[1]Not available.

[2]HOP State and Community not included.

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Summary
of
Recommendations

INDIVIDUAL RECOMMENDATIONS

1. (p. 15) Timely and accurate accounting of opportunity programs is an obligation imposed on colleges and universities by the legislation establishing the program.

IT IS RECOMMENDED that administrators take care to devote the resources necessary to fulfill these responsibilities.

2. (p. 22) Due to severe academic deficiencies of program students, a lengthened period of time is needed by some students to complete degree requirements. At the same time, limits should be set on the number of semesters of program participation. State University and City University have made progress in maintaining students "on track" to the degree in a reasonable period. Even so, many students, especially at City University, are progressing at a rate which will lead to graduation from four-year programs well beyond the five years considered reasonable for disadvantaged students by the Veterans Administration, BEOG and TAP.

IT IS RECOMMENDED that the public universities establish a policy to assure educational programming for disadvantaged students to provide them a reasonable chance of graduating in ten semesters from baccalaureate, and six semesters from associate, degree programs. This programming should be included in the General Plans for opportunity programs for 1977-78.

3. (p. 25) Program students should accumulate a minimum number of credits each semester.

IT IS RECOMMENDED that institutional officers submit as part of each institution's General Plan a definition of normal progress toward the degree, with clear statements of the consequences to students for failure to adhere to such standards.

4. (p. 41) Opportunity program students continue to select the most popular major areas of study, especially the social sciences and education.

IT IS RECOMMENDED that students be counseled in their selection of professions and that they be encouraged to move into less traditional areas where job availability might be greater.

5. (p. 48) Due to economic and academic disadvantage, opportunity program students have demonstrated a need for strong supportive services.

IT IS RECOMMENDED that all programs, especially those in the public two-year colleges, be able to demonstrate adequate supportive services availability for program students.

6. (p. 49) Opportunity programs provide employment for a growing number of persons in remedial work and in counseling nontraditional students. This represents a developing new higher education specialization.

IT IS RECOMMENDED the Education Department take the lead in documenting patterns of success and failure in these areas, and in disseminating the most promising techniques through publications and conferences.

7. (p. 58) Financial aid officers determine budgets for the different categories of students. Procedures for planning and reporting are not consistent.

4 77

IT IS RECOMMENDED that the overall student aid budget for each program take into account all sources of aid (BEOG, TAP, Social Services, etc.) in both planning and budget request documents.

8. (p. 61) The total financial obligation for students in the various programs varies widely.

IT IS RECOMMENDED that all opportunity program students be required to bear approximately the same financial responsibility for their education, and that the total cumulative obligation not exceed $5,000 over four years.

9. (p. 64) National Direct Student Loans are a source of Federal funding for low income students.

IT IS RECOMMENDED that a higher percentage of NDSL moneys be allocated to opportunity program students in place of NYHESC loans which carry high interest rates.

10. (p. 64) Uniform economic eligibility guidelines have been established for all programs. However there is no agreement on what constitutes adequate proof of eligibility.

IT IS RECOMMENDED that proof of income should consist of copies of federal forms 1040, 1040A and 4506. Resources from all other sources and agencies, such as Social Security, Unemployment Insurance Benefits, and Social Services, should be verified by documentation provided by those agencies.

11. (p. 66) Students at community colleges are being funded at a level well below that of students in four year programs.

IT IS RECOMMENDED that a study be made to determine the most equitable way of distributing State funds to students in opportunity programs.

OVERALL RECOMMENDATION

For the past three years, the Regents have commented, with increasing specificity, on shortcomings in the record of student progress and overall administration of the opportunity programs at the public universities. While there has been some record of improvement at City and State Universities, we cannot ignore the slow rate of student progress, or the lateness and weakness of mandated Plans and Reports.

The record shows a clear difference, in performance and accountability, between the Higher Education Opportunity Programs administered by contract and the public sector programs. With nearly $100,000,000 spent on opportunity program students in 1974-75, these differences cannot be ignored.

We are mindful that the governing statute provides only review and commentary powers to the Regents. We are deeply concerned about the continuing appropriation and release of funds to institutions where there has been failure to improve management, both for the sake of the students and the significant amounts of public moneys involved.

IT IS RECOMMENDED that the Legislature and the Governor implement future funding of opportunity programs in the public sector through individual campus contracts.

IT IS FURTHER RECOMMENDED that the Division of the Budget withhold release of funds to the various programs until the Regents have indicated their reception of complete and acceptable General Plans and Annual Reports.

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III

OPPORTUNITY PROGRAMS IN NEW YORK STATE

The opportunity programs of New York State's colleges and universities--HEOP, EOP, SEEK, and College Discovery--continue to provide avenues of access to those who in the past have been excluded from higher education. In the 1968 Master Plan, the Regents noted "that minority groups are over-represented among the population which meets poverty criteria and ... under-represented throughout higher educational institutions in the State." At that time, the Regents called upon all institutions of higher learning to intensify their efforts to expand educational opportunity programs. To further those ends, the Regents called on the legislature to provide direct grants to institutions in order to increase the number of disadvantaged students and to extend the services necessary so that they might succeed in higher education.

As of 1975, over 33,000 students were supported in the State's 150 opportunity programs. Special supplemental aid alone amounted to $35 million and another $70 million provided operating funds for tuition and maintenance to finance the State's opportunity students.

The opportunity programs throughout the State maximize the student's possibility for successful completion of a degree program through the development and provision of supportive services to overcome the effects of educational and economic disadvantage. The programs function as agents of change within the institution by testing and demonstrating the effectiveness of innovative techniques for improving the skills of the educationally disadvantaged student.

The State-supported systems of postsecondary education for the disadvantaged have certain elements which are common to all programs. However, each sector (SEEK, HEOP, EOP, and College Discovery) possesses an identity which distinguishes it from the others.

The year 1975 marked the tenth anniversary of the State's first special opportunity program, which was the College Discovery Program, established at the City University of New York. Since its establishment, College Discovery has expanded its enrollment in community colleges from 251 students at two community colleges to approximately 4,500 students in eight programs at seven community colleges in the City University of New York. The College Discovery Program continues to fulfill the enrollment expectations of the Board of Higher Education, which set as the goal for the program's enrollment a total approximately equal to 10% of those admitted to the community colleges of City University.

The Search for Education, Elevation and Knowledge Program (SEEK) operates in all ten senior college units of the University. This program constituted one of the first attempts (outside of the black colleges) to admit students without an academic screening process. The program was designed to take students from where they were in terms of pre-college preparation and, through a variety of special supportive techniques and services, help them obtain a college diploma.

The Higher Education Opportunity Program (HEOP) is New York's post-secondary program for the disadvantaged at the independent colleges and universities. It includes both four year colleges and community colleges. In 1975, nearly 70 institutions, serving more than 5,350 HEOP students, participated in the program.

4 77

The State University of New York Education Opportunity Program, including fifty-three campuses, reported a total 1974-75 student enrollment of approximately 7,400. State-operated campuses included four year colleges, the University Centers and the agricultural and technical schools. Twenty-five of the EOP campus programs were local community colleges.

In summary, this report will include data which has been submitted as follows:

SEEK - Ten senior colleges of the City University

HEOP - Two and four year colleges of the independent sector

EOP - State - four year colleges and universities, the University Centers and the agricultural and technical colleges

Community - community colleges of the public sector

College Discovery - Eight programs at seven community colleges of the City University.

Some of the information herein reported dates back as far as 1967 - a period before uniform procedures and record keeping had been fully instituted in the programs. Extensive footnotes have been used to clarify the materials presented.

RECOMMENDATION 1

Timely and accurate accounting of opportunity programs is an obligation imposed on colleges and universities by the legislation in establishing the program.

IT IS RECOMMENDED that administrators take care to devote the resources necessary to fulfill these responsibilities.

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IV

OPPORTUNITY PROGRAM ENROLLMENT, RETENTION AND GRADUATION, 1974-75

The State Legislature approved funds for the enrollment of 31,200 opportunity students in 1974-75, an increase of 4.3 percent over the previous year (Table 1). With HEOP at no growth, the increases occurred in the public sector programs.

TABLE 1

OPPORTUNITY PROGRAM GROWTH, 1973-74 TO 1974-75

	Projected Enrollment In 1973-74	1974-75	Difference	Percent Growth Rate
SEEK	9800	10,700	900	9.2
HEOP	5300	5,300	0	0
EOP STATE	7500	7,600	100	1.3
COMMUNITY	2700	3,000	300	11.1
COLLEGE DISCOVERY	4600	4,600	0	0
TOTALS	29,900	31,200	1300	4.3

Enrollment projections are difficult to meet exactly (Table 2). Underenrollment for the year usually represents first-semester attrition not completely made up by the second semester entrants. Another matter which complicates the task of meeting enrollment quotas is the fact that none of the opportunity programs has a definite number of students authorized until final legislative and gubernatorial action has taken place, usually in May. At this late date, students have often finalized their plans for the coming year.

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TABLE 2

PROJECTED ENROLLMENT VERSUS ACTUAL ENROLLMENT
IN OPPORTUNITY PROGRAMS, 1974-75

	Projected Enrollment	Average Annual Enrollment	Difference	Percent Difference	Percent Difference in 1973-74
SEEK	10,700	10,398[1]	302	(2.8)	5.6
HEOP	5,300	5,255[2]	45	(0.8)	(1.5)
EOP STATE	7,600	7,488[3]	112	(1.5)	} (6.4)
COMMUNITY	3,000	3,468[4]	468	15.6	
COLLEGE DISCOVERY	4,600	4,508[5]	92	(2.0)	(2.8)

[1]Final Report 1974-75, Table 2, the average of fall and spring enrollment.

[2]Final Report 1974-75, Table I, the average of all semesters.

[3]Final Report 1974-75, Tables I,II, and III the average of all semesters.

[4]Final Report 1974-75, Table IXI,(as corrected), the average of all semesters.

[5]Final Report 1974-75, Table 1, the average of fall and spring.

Almost half of all opportunity students (47.9%) are enrolled in the City University system under SEEK and College Discovery. Another 35 percent of the opportunity student population is enrolled in EOP programs. The remaining 17 percent of the students are in HEOP.

The total pool of eligible students remains larger than can be served. The Education Department estimates that 40,000 high school graduates in New York State are eligible each year for opportunity programs, of which about 30 percent actually gain admission.

TABLE 3

ENROLLMENT BY TERM, 1974-75

	Summer	Fall	Winter	Spring	Summer as % of Fall Enrollment	Winter as % of Spring Enrollment
SEEK	[1]	10,479	[1]	10,040	[1]	[1]
HEOP	1,932	5,373	930	5,385	38.6	17.3
EOP STATE	1,233	7,430	299	6,780	16.9	4.4
COMMUNITY	469	3,495	171	3,121	13.4	5.5
COLLEGE DISCOVERY	1,417	3,962	[2]	3,732	36.1	[2]
TOTALS	5,051	30,739	1,400	29,058	--	---

[1]Final Report '74-75, Tables 1 and 2, indicate that students did not attend summer or winter semesters.

[2]Students did not attend a winter session.

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TABLE 4

COMPARISON OF FALL AND SPRING ENROLLMENTS, 1974-75

	Change in Enrollment Fall to Spring	Percent Change
SEEK	(439)	(4.2)
HEOP	12	0.2
EOP - STATE	(650)	(8.8)
EOP - COMMUNITY	(374)	(10.7)
COLLEGE DISCOVERY	(230)	(5.8)
NET SPRING DECREASE	1,681	5.5

Student enrollments were reported according to four possible sessions of attendance (Table 3). HEOP had the greatest percentage of students participating in the summer. College Discovery reported that 36 percent of fall enrollees attended the summer session; this included both pre-freshmen and continuing students. More than 16 percent of all opportunity students attended summer sessions, while fewer than 4.4 percent attended the winter session.

The spring enrollment was 5.5 percent lower than in the fall (Table 4). Only HEOP showed an increase, and that was limited to 0.2 percent. The greatest decline took place at the EOP community colleges.

Between semester retention for fall enrollees was 88.8 percent (Table 5). This is an 8 percent increase over the retention rate for 1973-74 and may well reflect the improved supportive services offered to students. The greatest percentage of students not returning for the spring semester occurred at the state-operated EOP campuses. It should be noted that this change in student enrollment includes January graduates.

TABLE 5

CHANGE IN ENROLLMENT OF OPPORTUNITY STUDENTS WHO ATTENDED THE FALL SEMESTER, 1974, AND WHO RETURNED FOR THE SPRING SEMESTER, 1975

	Fall Enrollees	Returned for Spring	Change in No. of Students	% Of Change	Graduates 1974-75	Percent of Graduates[1]	Transfers Out	Total Graduates and Transfers
SEEK	10,479	9,712	(767)	7.3	430	8.2	130	560
HEOP	5,373	4,620	(753)	14.0	762[2]	14.6	140[2]	902
EOP STATE	7,430	6,129	(1301)	17.9	891	13.1	101	992
EOP COMMUNITY	3,495	2,914	(581)	16.6	411	11.9	31	442
COLLEGE DISCOVERY	3,962	3,931	(31)	0.7	546	9.4	61	607
TOTALS	30,739	27,306	3,433	11.2	3,045	9.8	468	3,513

[1] Graduates in 1974-75 as percent of fall-spring mean.

[2] Not included: Mercy College, Pace - New York, Mater Dei and St. John Fisher.

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The total of opportunity graduates passed the 8500 mark (Table 6). HEOP exhibited the highest "yield rate" of graduates to students ever enrolled. College Discovery has a rate of success almost equal to that of HEOP.

Opportunity programs indicate an increase of almost a thousand graduates over that of the previous year. Since opportunity programs were begun, more than 74,800 persons have participated in them at one time or another. All programs show a higher rate of graduates to students enrolled than in earlier years. Improved admission procedures and better delivery of supportive services are responsible for higher retention rates.

TABLE 6

TOTAL GRADUATES AS A PERCENTAGE OF TOTAL STUDENTS EVER ENROLLED IN OPPORTUNITY PROGRAMS TO 1974-75

	No. of Students Enrolled	No. of Graduates	Percent of Graduates to Enrollees
SEEK	22,675	1,463	6.5
HEOP	16,438	2,757	16.9
EOP			
STATE	19,357	2,373	12.3
COMMUNITY	9,917	877	8.8
COLLEGE DISCOVERY	6,505	1,046	16.0
TOTALS	74,892	8,516	11.4

Tables 7 and 8 demonstrate the distribution of enrolled students by three measures of class status and academic progress: date of entry, number of semesters in college, and credits accumulated toward the degree.

The clustering of students toward the beginning scales indicates (1) high attrition, requiring large freshman classes to maintain total enrollment; (2) growth in the programs; and (3) differences in retention rates. Table 7 shows that a limited number of persons in baccalaureate programs prolong their college experience beyond the four year period.

RECOMMENDATION

Due to severe academic deficiencies of program students, a lengthened period of eligibility is needed by some students. At the same time, a reasonable, consistent limit should be set on the number of semesters of program participation.

IT IS RECOMMENDED that the public universities establish a policy to assure educational programming for disadvantaged students to provide them a reasonable chance of graduating in ten semesters from baccalaureate, and six semesters from associate, degree programs. This programming should be included in the General Plans for opportunity programs for 1977-78.

In the area of credit accumulation, the HEOP student maintains a considerable lead over his counterparts in four-year programs. SEEK and EOP list a greater concentration of credit accumulation in the lower categories.

In two year colleges, over 55 percent of all HEOP students have accumulated more than 24 credits in contrast to EOP, where almost 60 percent of all students have accumulated fewer than 24 credits. College Discovery lists almost three quarters of all enrollees in the lowest category of credit accumulation. Thus many of the students who have been enrolled more than two semesters have earned fewer than 25 college credits.

TABLE 7

STATUS OF OPPORTUNITY STUDENTS IN
BACCALAUREATE DEGREE PROGRAMS, 1974-75

DISTRIBUTION OF 1974-75 ENROLLEES	SEEK	HEOP	EOP
By Date of Entry			
1974-75	34.7	30.0	36.3
1973-74	26.1	24.8	28.4
1972-73	16.3	20.6	18.3
1971-72	10.4	19.6	12.0
1970-71	7.6	4.2	5.0
1969-70	2.4	0.8	1.1
Before 1969	2.5	---	0.8
By Number of Semesters in College			
1-2	39.4	35.0	34.4
3-4	28.0	24.1	25.5
5-6	15.4	15.9	18.8
7-8	8.7	21.3	12.7
9-10+ [1]	8.5	5.6	8.6
By Credits Accumulated Toward Degree			
0-24	52.6	24.9	33.8
25-48	21.1	23.9	21.6
49-72	10.4	18.5	16.3
73-96	7.4	12.1	13.0
97-120	5.5	10.9	8.6
120 +	3.0	9.7	6.7

[1] Students in baccalaureate degree programs are permitted ten semesters of eligibility in HEOP.

TABLE 8

STATUS OF OPPORTUNITY STUDENTS IN ASSOCIATE DEGREE PROGRAMS, 1974-75

By Date of Entry	HEOP Two-Year	EOP Community College	College Discovery[1]
1974-75	52.2	54.7	38.2
1973-74	32.0	28.2	36.2
1972-73	5.6	13.4	16.1
1971-72	8.8	3.1	4.8
1970-71	0.6	0.5	1.4
1969-70	0.9	0.1	0.6[2]
By Number of Semesters in College			
1-2	52.5	62.1	51.5
3-4	34.7	26.1	34.0
5-6+	12.7	11.3	14.5
By Credit Accumulation Toward Degree			
0-24	44.1	59.9	73.8
25-48	36.4	24.9	6.5
49-72+	19.5	17.2	19.7

[1] Kingsborough Bilingual Institute not included.
[2] 2.7% unavailable.

RECOMMENDATION 3

Program students should accumulate a minimum number of credits each semester.

IT IS RECOMMENDED that institutional officers submit as part of each institution's General Plan a definition of normal progress toward the degree, with clear statements of the consequences to students for failure to adhere to such standards.

The reasons for separation of students from the program are ranked in Table 9. Persons in opportunity programs are subject to many kinds of crises. Perhaps for this reason, Personal Reasons was the primary cause of program separation. Academic Dismissal ranked second. Transfers and Academic Leave should not be considered as "attrition" since transferring implies continuing the educational process, while voluntary leave can be terminated at any time by re-enrollment. Transfer Out was the major reason for separation of HEOP part-time enrollees.

TABLE 9

RANK ORDER OF PROGRAM SEPARATION CONDITIONS, 1974-75[1]

	Academic Leave	Academic Dismissal	Finance	Personal	Medical	Transfer	Other
SEEK		1	4	2	6	7	4
HEOP	6	3	7	1	5	3	4
EOP STATE	6	1	3	2	5	4	7
COMMUNITY	4	2	6	1	5	7	3
COLLEGE DISCOVERY	4	2	3	1	5	7	6
AVERAGE RANKING	4	2	6	1	3	7	5

[1]Graduates not included.

[2]Malcolm-King not included.

V

DEMOGRAPHIC CHARACTERISTICS OF OPPORTUNITY STUDENTS, 1974-75

Opportunity programs have provided a major avenue of access to higher education for ethnic minorities. The percentage of opportunity students belonging to minority groups ranged from 61.2 percent at the community colleges to 94.0 percent at SEEK (Table 10). The enrollment of Spanish surnamed students was slightly higher (+1.3%) than in the previous year. Blacks made up more than 56 percent of the total population of opportunity students.

Minority student enrollment has increased significantly in the last decade. Table 11 displays the important part played by opportunity programs in enrolling minorities. More than half of all the minority students at State-operated campuses of the State University participate in EOP. At the community colleges, 45 percent of the minority population are in opportunity programs. At City University more than one third of all minorities are SEEK enrollees, and 20 percent of the community college minority population is made up of College Discovery participants.

Independent institutions have the largest percentage of minorities outside of special programs. Only 26 percent of minority students at independent institutions are in HEOP.

In summary, about one-third of all minority students enrolled in postsecondary education programs in New York State are recipients of opportunity program funds (Table 12).

TABLE 10

PERCENT DISTRIBUTION OF OPPORTUNITY PROGRAM STUDENTS
ACCORDING TO ETHNICITY, 1974-75

	Black	Native American	Oriental	Spanish Surnamed	Sub Total	White	Other	Total
SEEK[1]	61.1	0.1	2.2	30.6	94.0	5.0	1.0	100.0
HEOP	61.4	1.6	1.8	16.6	81.4	14.7	3.9	100.0
EOP								
STATE[2]	55.6	1.4	1.1	11.9	70.0	23.5	6.5	100.0
COMMUNITY	54.5	0.7	0.2	5.8	61.2	37.3	1.5	100.0
COLLEGE DISCOVERY	48.0	0.2	1.6	36.7	86.5	12.1	1.4	100.0
MEAN	56.1	0.8	1.4	20.3	78.6	18.5	2.9	100.0

[1]Not included: Baruch College, Brooklyn College, Queens College.

[2]Not included: State University College at Oneonta.

TABLE 11

MINORITY STUDENT ENROLLMENT BY SECTOR
FALL 1974

	Black	Native American	Oriental	Spanish Surnamed	Total	Opportunity Programs as % of Total Minority Enroll.
City University	16,321	331	2,734	8,068	27,454	
SEEK	6,342	10	228	3,181	9,761	35.5
COMMUNITY COLLEGES - NEW YORK CITY	13,693	120	868	7,164	21,845	
COLLEGE DISCOVERY	2,163	9	522	1,654	4,348	19.9
STATE UNIVERSITY	6,330	732	774	1,534	9,370	
EOP-STATE	4,163	104	82	891	5,240	55.9
STATE UNIVERSITY - COMMUNITY	3,608	168	222	839	4,837	
EOP-COMMUNITY	1,890	24	7	277	2,198	45.4
INDEPENDENT	10,195	269	2,159	3,653	16,276	
HEOP	3,226	84	94	872	4,276	26.3
TOTALS						
NON-PROGRAM	50,147	1,620	6,757	21,258	79,782	
OPPORTUNITY PROGRAM	17,784	231	933	6,875	25,823	32.4

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TABLE 12

MINORITY STUDENT ENROLLMENT
FALL 1974[1]

	Black	Native American	Oriental	Spanish Surnamed	Totals
TOTAL STATE	50,147	1,620	6,757	21,258	79,782
TOTAL OPPORTUNITY PROGRAM	17,784	231	933	6,875	25,823
OPPORTUNITY PROGRAM AS % OF TOTAL MINORITY ENROLLMENT	35.5	14.3	13.8	32.3	32.4

[1]Full-time Undergraduate Student Enrollment in Colleges and Universities by Ethnic Category, Fall 1974, New York State Department of Education.

Students in opportunity programs tended to be older than the traditional college student (over 21 years of age); a majority were women (Table 13). Only the EOP State-operated programs had a greater number of men than women. The EOP community colleges also serve a great number of persons over twenty-five years of age.

Income scales measuring economic disadvantage determine economic eligibility for these programs. More than 75 percent of this year's entrants came from families with gross incomes of under $10,100. SEEK had the largest percentage of students with incomes over $10,100 (Table 14). Many students were independent, with virtually no income while attending college. EOP community colleges enrolled the largest percentage of independent students. However, one quarter of the first-time students in HEOP and SEEK were also independent students.

The percentage of students from households of over four members ranged from 11 to 36 percent (Table 15). About 6 percent of the students were married; most married students were found at the community colleges. The percentage of first-time students receiving Social Services was considerably higher than that of students receiving VA Benefits and Social Security.

TABLE 13

SEX AND AGE SUMMARY OF OPPORTUNITY STUDENTS, 1974-75

	% Under 21	% 21-25	% Above 25	% Male	% Female
SEEK[1]	46.8	40.1	13.1	40.2	59.8
HEOP	35.7	34.6	29.7	45.7	54.3
EOP					
STATE[2]	40.2	41.7	18.1	51.1	48.9
COMMUNITY	32.4	35.1	32.5	44.7	55.3
COLLEGE DISCOVERY[1]	54.3	32.9	12.8	40.4	59.6
MEAN	41.9	36.5	21.2	44.5	55.5

[1]Only applicants under 30 were eligible for SEEK and College Discovery in 1974-75.

[2]Data not received from Oneonta.

TABLE 14

ACCUMULATIVE DISTRIBUTION OF GROSS FAMILY INCOME OF OPPORTUNITY STUDENTS, 1974-75[1]

	0-3600	3601-5100	5101-6500	6501-7800	7801-9000	9001-10,100	10,101-11,000	11,001-12,000	12,001-12,800	over 12,800
SEEK[2]	29.3	48.9	63.4	74.5	83.9	88.3	90.3	91.9	93.8	95.4
HEOP[3]	46.4	←	85.3	→	←	97.8	→	←	100.0	→
EOP										
STATE	45.8	61.6	73.8	83.5	89.5	93.5	95.8	97.2	97.9	99.1
COMMUNITY	51.2	67.2	79.4	87.5	92.8	95.7	97.1	97.9	98.5	99.6
COLLEGE DISCOVERY	34.2	55.6	71.0	79.9	88.5	92.6	95.2	96.3	97.8	100.0
MEAN[4]	40.1	58.3	71.9	81.4	88.7	92.5	94.6	95.8	96.9	98.5

[1]First time students only.

[2]4.6% unknown.

[3]HEOP Final Report used a different breakdown of student income. See below.

HEOP ACCUMULATIVE DISTRIBUTION OF INCOME

0-3600	3601-7800	7801-11,100	11,101-12,801+
46.4	85.3	97.8	100.0

[4]HEOP is not included.

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TABLE 15

DISTRIBUTION OF OPPORTUNITY STUDENTS BY NUMBER IN HOUSEHOLD, MARITAL STATUS AND BENEFITS RECEIVED, 1974-75[1]

	# OF MEMBERS IN HOUSEHOLD			%	VA	Social	Social
	One(independent)	2-4	5+	Married	Benefits	Services	Security
SEEK	25.6	62.6	11.8	3.4	3.3	28.1	9.3
HEOP	25.7	43.9	31.4	5.6	5.1	20.2	6.8
EOP							
STATE	19.8	45.1	35.1	6.9	4.6	16.3	10.8
COMMUNITY	31.9	34.5	33.6	9.6	3.7	26.2	9.0
COLLEGE DISCOVERY	11.0	52.9	36.1	5.4	4.5	35.0	9.3
MEAN	22.8	47.7	29.5	6.2	4.2	25.2	9.0

[1]First time students only.

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VI

ACADEMIC BACKGROUND OF OPPORTUNITY STUDENTS

Opportunity programs serve students who have had poor academic preparation for a successful college career. More than half of the entrants did not have academic high school diplomas (Table 16). About four fifths of those newly admitted had high school averages under 80 percent, almost two-thirds had high school averages below 70 percent. Most opportunity students ranked in the lower three fifths of their graduating classes. Many opportunity students entered college in 1974-75 without diplomas or with General Equivalency Diplomas (GED's). The EOP community colleges enrolled students who exhibited the highest percentage in these "disadvantaged" categories.

The median Regents Scholarship Examination score for the entire college-going population in fall 1974 was 131.9. Most EOP students had RSE scores under 160, with about 90 percent having scores below 120 (Table 17). RSE scores were not available for HEOP and SEEK populations; they were a requirement for entrance only at SUNY.

In New York State, a score of 550 on the Scholastic Aptitude Test ranked at about the 74 percentile in Math and about the 84 percentile in Verbal (Table 16). The mean scores for the State were 472 in Math and 434 in Verbal. SAT scores were available only for HEOP and EOP students. Among the students in the baccalaureate degree programs, about 55 percent scored below 379 in Math. An average of one third of the Verbal test scores fell in the range of 559-380. More than 66 percent of the Verbal scores were below 379.

In other words, opportunity program students are achieving, on standardized tests, well below the test-taking population as a whole. Their

achievements, as reflected in Chapter VII, are more worthy of recognition in light of these pre-college measures of ability.

TABLE 16

SUMMARY TABLE OF ENTERING FRESHMEN, 1974-75

	A	B	C	D	E	F
	Below 80% Average	Below 70% Average	Lower Three Quintiles	Non-Academic Diploma	No Diploma	GED
SEEK[1]	79.0	34.1	--[2]	--[2]	--[2]	6.4
HEOP	79.4	38.9	58.6	28.0	8.5	16.1
EOP						
STATE	76.1	17.0	67.4	29.0	0.3	8.3
COMMUNITY	88.2	27.1	87.5	44.4	9.3	21.4
COLLEGE DISCOVERY	85.0	40.0	29.6	--[2]	--[2]	1.4
MEAN	81.5	31.4	60.0[3]	34.1[4]	6.0	10.7

A. Percent of opportunity students with average high school grade below 80%.

B. Percent of opportunity students with average high school grade below 70%.

C. Percent opportunity students in the lower three quintiles of their graduating high school class.

D. Percent opportunity students who graduated from high school with a non-academic diploma.

E. No diploma.

F. General Equivalency Diploma.

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[1] 6% not available.
[2] Not available.
[3] SEEK not included.
[4] SEEK and College Discovery are not included.

TABLE 17

DISTRIBUTION OF STANDARDIZED TEST SCORES FOR EOP STUDENTS ENTERING IN 1974-75

RSE Scores	EOP[1] State Operated	EOP[2] Community	ACT Scores	EOP[3] State Operated	EOP[4] Community
160 +	5.3	1.7	above 25	0	3.0
140-160	4.4	3.9	23-24	14.6	3.0
120-139	10.9	9.0	21-22	26.8	6.0
100-119	16.5	16.0	19-20	14.6	7.6
80-99	20.1	22.6	17-18	9.7	13.6
60-79	26.9	31.3	15-16	7.3	18.3
Below 60	15.9	15.5	Below 15	27.0	48.5
TOTAL	100.0	100.0	TOTAL	100.0	100.0

1. 723 students took the test.
2. 412 students took the test
3. 41 students took the test
4. 66 students took the test.

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TABLE 18

DISTRIBUTION OF SAT SCORES FOR OPPORTUNITY STUDENTS ENTERING IN 1974-75[1]

	MATH 560 +	380-559	320-379	260-319	Below 260
HEOP	4.8	42.1	30.6	16.4	10.1
EOP-STATE	4.1	39.0	30.9	21.9	4.1
EOP-COMMUNITY	1.1	40.0	27.9	20.4	10.6
	VERBAL 560 +	380-559	320-379	260-319	Below 260
HEOP	0.5	35.2	26.9	24.6	12.8
EOP-STATE	2.6	38.3	25.0	22.9	11.2
EOP-COMMUNITY	1.1	24.0	33.0	24.3	17.6

1. SEEK and College Discovery do not collect this data.

VII

MAJOR SUBJECT AREA OF STUDY FOR OPPORTUNITY STUDENTS, 1974-75

Two Year: Among the public college students, liberal arts was the most popular field of study. This was followed by a choice of business and commerce. Most HEOP students were working toward two-year degrees in business and commerce. Liberal arts represented their second choice (Table 19).

Four Year: Social sciences and education were the major subject areas chosen by most opportunity students. Business and management also ranked high for both regular and special program students (Table 20). Many students in the public sector were yet undecided about a major, despite the fact that they were juniors and seniors.

In the selection of a major at the bachelor degree level, no significant change took place during 1974-75. Notable increases in the choice of business and commerce were found at the associate degree level (27.7 percent in 1974-75 compared to 12.5 percent in 1973-74).

TABLE 19

MAJOR SUBJECT AREA OF STUDY FOR OPPORTUNITY STUDENTS
ENROLLED IN ASSOCIATE DEGREE PROGRAMS, 1974-75

Major Subject	HEOP 2 yrs.	EOP State	EOP Community	College Discovery
Business & Commerce	48.6	21.2	17.4	23.9
Data Processing	0.5	2.2	1.0	5.0
Health Sciences	1.9	10.4	6.2	12.7
Natural Sciences	0.5	6.8	1.5	2.0
Public Service	10.0	12.0	11.6	2.4
Other Occupations	13.0	24.5	10.7	9.2
Liberal Arts	25.5	11.8	30.9	44.7
Undeclared	0.0	11.1	20.7	0.1
Total	100.0	100.0	100.0	100.0

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TABLE 20

RANK ORDER OF MAJOR AREAS OF STUDY FOR UPPER DIVISION STUDENTS IN 4 OR 5 YEAR BACHELOR DEGREE PROGRAMS, 1974-75

Rank	SEEK	HEOP	EOP
1	Education	Social Sciences	Social Sciences
2	Social Sciences	Education	Education
3	Undeclared	Business/ Management	Business/ Management
4	No Specific Subject	Psychology	Health Profession
5	Fine & Applied Arts	Other	Psychology

National Rank Order for 1972

1	2	3-4	5
Business and Commerce	Education	Biological and Health Sciences/ Social Sciences	Humanities

Selected Statistical Notes of American Education, 1975 Edition, HEW, NCES 75-509

RECOMMENDATION 4

Opportunity program students continue to select the most popular major areas of study.

IT IS RECOMMENDED that students be counseled in their selection of professions and that they be encouraged to move into less traditional areas where job availability might be greater.

VIII

SUPPORTIVE SERVICES UTILIZED BY OPPORTUNITY STUDENTS IN 1974-75

The disparity between the educational tools which the disadvantaged student has and the performance demanded at the college level requires substantial supportive services. To meet the challenges presented by the inadequate high school preparation of opportunity students, public and independent institutions throughout the State have developed comprehensive programs of tutoring, counseling and developmental/supportive/remedial courses.

Tutoring enables students to master basic skills in a non-formal, supportive setting. Student use of this service differed (Table 21), with the average number of hours per enrolled student ranging from 2.5 at the community colleges to 17.7 at the independent colleges.

As might be expected, upper level students were less dependent upon tutoring. Most of the students tutored were lower division, although almost twenty-five percent of those tutored in SEEK, HEOP, and EOP State-operated programs were juniors and seniors (Table 22). The average number of hours received by each tutored student ranged from 10 to 37 hours. The percent of students tutored was especially high for College Discovery and HEOP.

Tutoring was given most often in the areas of language arts and physical sciences. Study skills techniques were taught most extensively at the EOP community colleges.

Tutoring is judged by program personnel to be most effective when the tutor is a peer of the tutored student; this process has proven effective at many educational levels. About fifty percent of the tutors were undergraduate students. Graduates or professionals (advanced degree holders) are used when

the subject matter is highly specialized or where upper division students are not available (two-year and part-time programs).

Counseling services are provided to help students in defining and realizing their goals. While these services are available to all opportunity program students, the number of contact hours per student varied greatly. More than 75 percent of all HEOP students received some counseling (Table 24). On the other hand, a very small percentage of College Discovery students (14 percent) took advantage of counseling services.

Counselors performed a variety of functions. Educational counseling was their primary activity (Table 25), with personal and social counseling next. Even though counseling services are available to all college students to some degree, a more formalized program, including a lower ratio of students to counselors, is provided for opportunity program students.

TABLE 21

TUTORING SERVICES FOR OPPORTUNITY STUDENTS, 1974-75

	SEEK[1]	HEOP	EOP State	EOP Community	College Discovery
Tutoring Hours	51,248[2]	93,232	55,872	8,713	51,666
Average Number of[3] Tutoring Hours Per Enrolled Student	5.0	17.7	7.5	2.5	13.4

[1]Not included: York College, Queens College, Richmond College.

[2]May be inaccurate due to missing information.

[3]Based on average fall-spring enrollments.

TABLE 22

DISTRIBUTION OF TUTORING SERVICES TO OPPORTUNITY STUDENTS, 1974-75

	SEEK	HEOP	EOP State	EOP Community	College Discovery	TOTALS
Tutoring Hours	51,248[1]	93,232	55,872	8,713	25,984[2]	233,249
Total Number of Students Tutored	3,858	2,469	3,226	616	2,282	12,451
a)Percent Lower Division	71.6	76.9	75.9	100	23	69.4[4]
b)Percent Upper Division	28.4	24.1	24.1	--	77[3]	30.6[4]
Average Number of Hours Received	13.3	37.0	17.3	14.1	10.5	18.4[4]
Percent Tutor Contacts of Total Enrolled	37.6	47.0	43.0	17.6	59.3	40.9[4]

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[1]Not included: Queens College, Richmond College, York College.
[2]Not included: Kingsborough Community and Kingsborough Bilingual.
[3]Inaccurate because of the inclusion of some lower division students.
[4]Represents averages.

TABLE 23

DISTRIBUTION OF TUTORING TO OPPORTUNITY STUDENTS BY SUBJECT AREA AND LEVEL OF TUTOR, 1974-75

	SEEK	HEOP	EOP State	EOP Community	College Discovery
SUBJECT AREA (%)					
Language Arts	12.0	28.3	20.4	19.6	35.9
Study Skills	2.3	12.0	7.6	19.3	4.0
Social Sciences	15.7	19.5	15.8	17.3	7.6
Physical Science	36.4	25.8	42.3	12.3	10.9
Other	33.6	14.4	13.9	31.5	41.6
TOTAL HOURS	100.0%	100.0%	100.0%	100.0%	100.0%
LEVEL OF TUTOR					
Undergraduate	61.9	63.7	61.0	66.8	20.0
Graduate	22.7	24.9	23.5	6.7	40.0
Professional	15.4	11.4	15.5	26.5	20.0
Paid	98.2	98.0	95.9	80.7	100.0
Voluntary	1.8	2.0	4.1	19.3	---

TABLE 24

COUNSELING SERVICES TO OPPORTUNITY STUDENTS, 1974-75[1]

	SEEK	HEOP	College Discovery
Total no. of counselors	159	296[2]	81
Total no. of students served	4,600	4,063	548
Average hours per week in student contacts per counselor	0.9	21.4	0.2
Contacts as % of total enrolled	44.8	77.3	14.2
Hours per student per 30 weeks	NA	29.9	NA
No. students assigned per counselor	NA	43.5[3]	NA
Weighted hours per student per 36 weeks	28.9	21.4	6.7

[1]Information not given in Final Reports for EOP programs.

[2]Includes 225 part-time counselors.

[3]12.1 per part-time counselor.

TABLE 25

RANK ORDER OF COUNSELING CONTACTS BY PURPOSE, 1974-75[1]

	SEEK	HEOP	College Discovery
Educational	1	1	1
Personal & Social	2	2	2
Financial[2]	---	3	3
Placement-Vocational and Educational	4	4	4
Psychological	5	5	5
Other	3	6	6

[1]Information not given in the Final Reports for EOP programs.

[2]Category not used by SEEK.

Special Coursework: Opportunity program students take non-credit remedial courses and courses in basic skills as well as college level courses. EOP campuses reported over 400 remedial and special courses offered for program students. A specific breakdown of courses and number of students attending was not available.

The SEEK Final Report contained documentation for over 1,500 special course offerings. These covered all areas but the greatest concentration was in language arts.

The HEOP Final Report included a detailed account of Remedial/Developmental/Supportive course offerings. In 1974-75 a total of 624 separate courses were offered in study skills, reading, language arts and math and science. The average completion rate of HEOP students in special courses was 78.4 percent.

RECOMMENDATION 5

Due to economic and academic disadvantage, opportunity program students have demonstrated a need for strong supportive services. IT IS RECOMMENDED that all programs, especially those in the public two-year colleges, be able to demonstrate adequate supportive service availability for program students.

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Professional Staff: Almost 1,500 professionals were employed in opportunity programs throughout the State. Two thirds of those employed provided supportive services which are critical to academic success for the disadvantaged student (Table 26).

TABLE 26

OPPORTUNITY PROGRAM STAFF (FTE)

	SEEK[1]	EOP State	EOP Comm.	College Discovery	HEOP	Totals
Administrators	29	41.5	17.5	8	77	173.0
Counselors	194	78.5	72.6	51	84	480.1
Teachers	301	14.5	31	261	42	649.5
Tutors-Professionals	32	21.0	19	8	--	80.0
Tutor-Counselors	5	0	35	0	--	40.0
TOTALS	561	155.5	175.1	328	203	1422.6

[1]May be inaccurate. When not noted, the persons listed are considered FTE's. See Table 38.

RECOMMENDATION 6

Opportunity programs provide employment for a growing number of persons in remedial work and in counseling nontraditional students. This represents a developing new higher education specialization. IT IS RECOMMENDED the Education Department take the lead in documenting the patterns of success and failure in these areas, and in disseminating the most promising techniques through publications and conferences.

IX

ACADEMIC PROGRESS OF OPPORTUNITY STUDENTS, 1974-75

Two standard measures of student achievement are grade point average (GPA) and the rate of credit accumulation. The percent distribution of one-year grade point averages, based on a 4.0 scale, is shown in Table 27. Of the four year programs, HEOP and EOP students demonstrated more favorable overall distributions of GPA, with approximately 60-67 percent over 2.0. This may be accounted for, in part, by the greater proportion of SEEK students who are freshmen and by the more flexible standards and expectations for student retention at the City University. The GPA for SEEK students showed an increase of 3.7 percent in the "above 2.0" range over that of the previous year. EOP community college students had a higher percentage of averages above 2.0 than their counterparts in HEOP and College Discovery.

TABLE 27

GRADE POINT AVERAGES FOR OPPORTUNITY STUDENTS IN ATTENDANCE, 1974-75

GPA Range	SEEK	HEOP 4 year	HEOP 2 yr.	HEOP Part Time	EOP State[1]	EOP Community	College Discovery[2]
00-.99	13.7	9.3	16.0	14.9	10.6	17.7	10.3
1.0-1.9	27.5	22.9	14.6	11.2	27.5	24.6	16.5
2.0-2.9	44.7	51.5	33.1	39.0	47.8	39.8	28.5
3.0-4.0	14.1	16.4	20.7	34.8	14.1	17.9	20.0

[1]Does not include College at Purchase where pass/fail grading system is used.

[2]24.7% of courses are pass/fail or remedial non-degree courses.

Opportunity students at HEOP and EOF are required to progress at an average of 12 semester hours per term. In this time-lengthened degree program, it takes the student a maximum of ten semesters to graduate in a regular four-year program and six semesters in a regular two-year program.

Low totals of earned credits in the first several semesters are partially the result of opportunity students' being enrolled in non-credit remedial coursework. Also, students in the last semester may have been "making up" a small number of credits needed to graduate (Table 28).

Table 29 presents a more realistic picture, by measuring student credit accumulation against expected "minimal performance," i.e., accumulating credits at a rate sufficient to graduate in three years from a two-year, or five years from a four-year institution. By the fifth semester, only 15 percent of HEOP two-year students were below the minimally expected credit accumulation (60 credit hours).

Four-year students in HEOP have the highest rate of attempted course completion. The HEOP baccalaureate student earns an average of 84 percent of credits attempted. Students at the community colleges have an overall course completion rate of over 70 percent (Table 29). The average completion rate for opportunity programs was about 74 percent.

TABLE 28

DISTRIBUTION OF OPPORTUNITY STUDENTS
BY TOTAL HOURS ACCUMULATED BY 1974-75

Credit Accumulation	SEEK	HEOP 4 yr.	HEOP 2 yr.	EOP State[2]	EOP Community	College Discovery
Percent: Below "Minimal" Performance	45.1	16.4	15.3	27.5	26.8	52.9
Percent: Minimal Expected Performance	36.4	29.3	49.7	32.7	45.7	34.3
Percent: Beyond Minimal Expected Performance	18.5	53.1	35.0	39.8	27.5	12.8
TOTAL	100.0	98.8[1]	100.0	100.0	100.0	100.0
Percent Students "On Track"[3]	54.9	82.4	84.7	72.5	73.2	57.1

[1] 1.2% cannot be accurately placed due to campus reporting errors.

[2] Four-year schools only.

[3] Rate of credit accumulation which will permit the student to graduate within a period of eligibility - i.e., ten semesters for baccalaureate degree and six semesters for associate degree.

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TABLE 29

PERCENT CREDITS EARNED OF CREDITS ATTEMPTED BY STUDENTS IN OPPORTUNITY PROGRAMS, 1974-75

No. of Semesters in Program	SEEK	H E O P 4 yr.	H E O P 2 yr.	H E O P Part Time	E O P[1] State	E O P[1] Community	College Discovery	Average
1	45.6	62.7	50.9	59.6	66.3	56.5	72.2	59.1
2	64.1	81.3	62.6	64.5	80.8	65.6	63.4	68.9
3	59.0	78.0	70.8	69.1	73.7	68.3	70.4	69.9
4	59.7	84.8	86.1	78.8	76.1	75.2	72.7	76.2
5	73.2	82.9	90.2	76.0	78.7	73.4	75.7	78.6
6	72.3	87.5	73.8	79.5	63.3	68.6	73.6	74.1
7	73.6	84.5	50.0	85.2	67.4	79.4	73.1	78.3
8	76.8	91.2		76.8	85.5	76.1	70.6	79.5
9	74.7	89.3		81.4	83.5	73.5	69.2	78.6
10	73.8	86.2		82.8	81.8	88.7	100.0	85.5
Average	67.3	82.8	69.2	75.4	75.7	72.5	74.0	74.9[2]
Average - 2-9 Semesters	69.2	84.9		76.4	76.1	72.5	71.0	75.5

[1]Agricultural and Technical institutions are not included.

[2]Difference due to rounding.

X

COLLEGE-GOING COSTS AND FINANCIAL AID FOR OPPORTUNITY STUDENTS, 1974-75

To qualify for participation in an opportunity program, the student must be both educationally and economically disadvantaged. The Regents have set an operational definition of economic disadvantage in terms of gross family income according to family size. In 1974-75, opportunity students came from families which had such limited resources to devote to education that college access would have been virtually impossible if it had not been for opportunity programs. The estimated "parental contribution" was normally zero. Thus, the problem of providing adequate aid to opportunity students is critical to the success of the program. Rapidly rising costs are causing serious problems for all students. Institutions in 1974-75 reallocated much discretionary financial aid away from program students and toward their regular student populations.

Table 30 shows the average student budgets used by financial aid officers in making up financial aid packages for opportunity students during 1974-75. Average college-going costs were derived from data submitted by the various institutions participating in opportunity programs. Financial aid personnel reported between $3,040 and $5,025 in expenses over a nine month period for students in bachelor degree programs and from $3,040 to $4,283 for students in associate degree programs.

Because financial aid for disadvantaged students was not sufficient to offset all college-going costs (Table 30), a student's budget can be examined in terms of those priority costs which had to be met so that a person could satisfy the institution's minimum demands. These were tuition, fees and books.

TABLE 30

AVERAGE COSTS[1] COMPARED TO AVERAGE AID[2]
AVAILABLE TO OPPORTUNITY STUDENTS, 1974-75

	SEEK	HEOP		EOP		College Discovery
		4 yr.	2 yr.	State	Community	
Total Average Aid	$ 895[3]	$ 3,943	$ 1,904	$ 2,529	$ 1,919	$ 1,179[3]
Total Average Budget	3,040	5,025[4]	4,283[4]	3,050[5]	3,141[6]	3,040[7]
Differences: Unmet Needs	$(2,145)[3]	$(1,082)	$(2,377)	$(521)	$(1,222)	$(1,861)[3]

[1]Educational and maintenance costs to the student as reflected in typical student budgets submitted by institutions.

[2]Including grants, work and loans (all sources except student and family).

[3]Institutional Aid is not included.

[4]Includes all categories of students (weighted).

[5]Independent resident student budget. Add $150 for upper division student budget. Commuter student budgets were 19.3% lower than resident budgets.

[6]Independent commuter student budget.

[7]Independent student budget.

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Living costs most often assumed secondary importance in institutional financial aid packaging, so that the deficit between aid and cost fell directly upon the student. Table 31 demonstrates the rate of educational costs to living costs for each group. The highest educational costs (56 percent of the total) were at HEOP four-year colleges which had high tuition, while living costs account for more than 70 percent of the total at EOP colleges.

Grants-in-aid to program students were not sufficient to provide adequate funds for living expenses, once educational costs were deducted (Table 32). Table 32 shows that in every case grant funds were insufficient to cover both educational costs and living costs for program students: loans and work were necessary to make up the difference. While the unmet need is shown as ranging from $521 to $2,145 these average budgets understate the degree of unmet need because they do not include the sizable number of married and independent students (Table 33).

In all cases, the combined resources of the State of New York were greater than either Federal or institutional resources, due largely to opportunity program grants (Table 34). Increased financial assistance through Tuition Assistance Program (TAP) was available during the 1974-75 year. HEOP students at senior colleges derived 21 percent of their funding from this source as compared to 11 percent the previous year (Table 35). At the two-year college level, both HEOP and EOP student funding was increased considerably because of TAP funds. TAP grants are for tuition only. They did not apply to students in SEEK or College Discovery, since City University did not charge tuition in 1974-75.

TABLE 31

DISTRIBUTION OF BUDGETED COLLEGE-GOING COSTS FOR OPPORTUNITY STUDENTS, 1974-75

	SEEK		HEOP 4 yr.		EOP State		HEOP 2 yr.		EOP Community		College Discovery	
College-going Cost for 9 Months	Amt.	%	Amt.	%	Amt.	%	Amt.	%	Amt.	%	Amt.	%
Educational	$ 265	8.7	$2,821[1]	56.1	$ 920[3]	30	$1,781	41.5	$ [illegible]	25.7	$ 250	8.0
Living	2,775	91.3	2,204	43.9	2,130	70	2,502	58.5	[illegible]	74.3	2,790	92.0
Total	$3,040		$5,025[2]		$3,050		$4,283		[illegible][4]		$3,040	

[1]Includes tuition, fees and books.

[2]Includes all categories of students (weighted).

[3]Add $250 for upper division students at university centers and colleges.

[4]Based on an independent commuter student budget.

TABLE 32

GRANTS TO OPPORTUNITY STUDENTS COMPARED TO BUDGETED COSTS, 1974-75

	SEEK	HEOP 4 yr.	EOP State	HEOP 2 yr.	EOP Community	College Discovery
Total Average Grants in Aid[1]	$ 895[4]	$3,943	$2,529	$1,906	$1,919	$1,179[4]
Less Educational[2] Costs	265	2,821	920	1,781	810	250
Remainder for Living Costs	630	1,122	1,609	125	1,109	929
Less Living Costs[3]	2,775	2,204	2,130	2,502	2,331	2,790
Remainder: Unmet Need	$2,145	$1,082	$ 521	$2,377	$1,222	$1,861

[1]Includes institution, State and Federal sources.

[2]Includes tuition, fees and books.

[3]Includes room and board for resident students and transportation and lunches for commuters.

[4]Does not include institutional aid.

RECOMMENDATION 7

Financial aid officers determine budgets for the different categories of students. Procedures for planning and reporting are not consistent. IT IS RECOMMENDED that the overall student aid budget for each program take into account all sources of aid (BEOG, TAP, Social Services, etc.) in both planning and budget request documents.

TABLE 33

PERCENT OF STUDENTS IN EACH BUDGET CATEGORY

	SEEK	HEOP	EOP State	EOP Community	College Discovery
Dependent	58.5	31.7	18.2	29.2	62.9
Dependent Student living away from home	3.8	28.7	39.3	5.7	0.8
Independent Student	29.4	35.6	32.1	42.5	29.7
Married Student	6.8	4.0	10.4	22.6	6.6
Unknown	1.5	----	----	----	----

TABLE 34

DISTRIBUTION OF AVERAGE AID PER STUDENT IN OPPORTUNITY PROGRAMS, 1974-75

	SEEK	HEOP 4 yr.	EOP State	HEOP 2 yr.	EOP Community	College Discovery
STATE AID						
Average Opportunity Grant	$ 498	$ 826	$ 856	$ 611	$ 655	$ 667
SI - TAP	0	831	378	401	385	0
State Loans	---	168	79	6	35	0
Subtotal State Aid	498	1,825	1,313	1,018	1,055	667
INSTITUTIONAL AID						
Grant/Waiver	NA[1]	685	145	213	3	NA[1]
Loans	NA	2	1	0	19	NA
Work	NA	9	191	0	2	NA
Subtotal Institutional Aid	NA	696	337	213	24	NA
FEDERAL AID						
BEOG	296	480	334	323	439	397
SEOG	21	314	111	71	28	32
NDSL	26	112	101	35	20	16
VA/Social Security	0	137	99	117	102	0
CWSP	43	17	44	34	34	60
Subtotal Federal Aid	386	1,060	689	580	623	505
OTHER	11	362	190	95	217	7[2]
TOTAL AVERAGE AID	$ 895[3]	$3,943	$2,529	$1,906	$1,919	$1,179[3]

[1]Data submitted was for institutional aid to all students. Therefore, it is not included here.

[2]Nursing Loans and Scholarships.

[3]Institutional aid not included.

All opportunity programs benefited from the Basic Education Opportunity Grant Program (BEOG). The impact was greatest at SEEK and College Discovery where the number of new enrollees was much greater than in other programs, and where more students were eligible for BEOG (Table 35). More than 40 percent of all financial aid for students in College Discovery came from Federal sources.

Grants and waivers among the independent institutions differed greatly, with the senior institutions providing three times as much aid as the two-year colleges. In all cases, institutional aid was well below that of the opportunity grant. Institutional aid averaged about ten percent at the four-year colleges and six percent at the community colleges (Table 35). This information was not available for SEEK and College Discovery.

The net effect of financial aid as it is now administered to opportunity program students is that most economically disadvantaged persons are required to borrow, earn or contribute between $500 and $2,300 per academic session (Table 30). The heaviest burden falls upon the student attending a two-year, independent college.

RECOMMENDATION 8

The total financial obligation for students in the various programs varies widely.

IT IS RECOMMENDED that all opportunity program students be required to bear approximately the same financial responsibility for their education, and that the total cumulative obligation not exceed $5,000 over four years.

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TABLE 35

PERCENT DISTRIBUTION OF FINANCIAL AID TO OPPORTUNITY STUDENTS, 1974-75

Percent Distribution:	SEEK	HEOP 4 yr.	EOP State[1]	HEOP 2 yr.	EOP Community	College Discovery
State Funds						
Average Opportunity Grant	55.6	20.9	33.9	32.0	33.1	56.6
SI - TAP	0	21.0	14.9	21.0	20.1	0
NYHEAC Loans	----	4.2	3.1	0.3	1.7	0
Subtotal State Funds	55.6	46.1	51.9	53.3	54.9	56.6
Institutional Funds						
Grants/Waivers	NA[2]	17.4	5.7	11.2	0.2[1]	NA[2]
Loans	NA	0.1	----[2]	0	1.0	NA
Work	NA	0.2	7.6	0	0.1	NA
Subtotal Institutional Funds	NA	17.7	13.3	11.2	1.3	NA
Federal Funds						
BEOG	33.1	12.2	13.2	16.9	22.9	33.7
SEOG	2.3	8.0	4.4	3.7	1.5	2.7
NDSL	3.0	2.8	4.0	1.8	1.0	1.4
VA/Social Security	0	3.5	3.9	6.1	5.3	0
CWSP	4.8	0.4	1.7	1.8	1.8	5.0
Subtotal Federal Funds	43.2	26.9	27.2	30.3	32.5	42.8
OTHER	1.2	9.3	7.6	5.2	11.3	0.6

[1] Distribution of financial aid for 4 year State-operated campus.

[2] Not available.

TABLE 36

DISTRIBUTION OF FINANCIAL AID TO OPPORTUNITY STUDENTS, 1974-75

	SEEK		HEOP 4 yr.		EOP State		HEOP 2 yr.		EOP Community		College Discovery	
	Amt.	%	Amt.	%	Amt.	%	Amt.	%	Amt.	%	Amt.	%
Grants	$ 826	95.0	$3,635	92.1	$2,113	83.5	$1,831	96.1	$1,809	94.3	$1,103	93.6
Loans	26	3.0	282	7.2	181	7.2	41	2.2	74	3.9	16	1.4
Work	43	4.8	26	0.7	235	9.3	34	1.8	36	1.8	60	5.0
TOTAL	$ 895[1]		$3,943		$2,529		$1,906		$1,919		$1,179[1]	

[1]Institutional aid is not included.

RECOMMENDATION 9

National Direct Student Loans are a source of Federal funding for low income students.

IT IS RECOMMENDED that a higher percentage of NDSL moneys be allocated to opportunity program students in place of NYHESC[1] loans which carry high interest rates.

RECOMMENDATION 10

Uniform eligibility guidelines have been established for all programs. However, there is no agreement on what constitutes adequate proof of eligibility.

IT IS RECOMMENDED that proof of income should consist of copies of federal forms 1040, 1040A and 4506. Resources from all other sources and agencies, such as Social Security, Unemployment Insurance Benefits, and Social Services, should be verified by documentation provided by those agencies.

[1]New York Higher Education Services Corporation.

XI

OPPORTUNITY PROGRAM EXPENDITURES

For regular college students, college-going budgets were similar to those of opportunity students in terms of costs to the students. However, opportunity students were provided with those additional supportive services needed for college success. Costs of these services were incurred in addition to regular college-going costs. The extent of these costs and the services they represent will be examined here.

Special services were made available by administrators, counselors, and teachers who worked with the opportunity programs. Table 37 shows the ratio of students to special program personnel. Because of the presence of part-time personnel, it is difficult to determine the ratio of students to staff with accuracy.

TABLE 37

PROFESSIONAL PERSONNEL CASELOAD AND AVERAGE SUPPORTIVE SERVICES EXPENDITURE PER STUDENT, 1974-75

	Total Professional Staff (FTE)	Caseload [1]	Expenditure [2]
SEEK	440	23.6	$ 1,161
HEOP	203	26.0	746
EOP STATE	155	48.3	392
COMMUNITY	175	19.8	382
COLLEGE DISCOVERY	328	13.7	1,863

[1]Ratio of FTE number of students to FTE personnel.

[2]Per student in supportive services. Includes all sources of funding.

Table 38 displays the total New York State appropriations for each of the sectors. The largest expenditure per student was found in HEOP, with the lowest amount being spent at the EOP community campuses. An average of $1,038 was expended on each student in an opportunity program.

RECOMMENDATION 11

Students at community colleges are being funded at a level well below that of students in four year programs.

IT IS RECOMMENDED that a study be made to determine the most equitable way of distributing State funds to students in opportunity programs.

The total amount of dollars expended per student is stated in Table 39. The information is based upon average student budgets developed at each institution (see Table 30). Educational costs include tuition, fees, and books.

Tables 40 through 45 provide a breakdown of program expenditures from all sources into individual categories.

TABLE 38

NEW YORK STATE APPROPRIATIONS FOR OPPORTUNITY PROGRAMS[1], 1974-75

	SEEK	HEOP	E O P State	E O P Community	College Discovery	Totals
Appropriation	$12,190,258	$7,357,149	$7,308,566	$2,202,741	$3,222,516	$32,281,230
Number of Students	10,398	5,255	7,488	3,468	4,508	31,117
Average dollars per student	$ 1,172	$ 1,400	$ 976	$ 635	$ 714	$ 1,037

[1] Actual funds expended.

TABLE 39

TOTAL EXPENDITURES PER STUDENT: SUPPORTIVE SERVICES PLUS TUITION, FEES AND BOOKS, PLUS FINANCIAL AID TOWARD LIVING COSTS FOR ACADEMIC SESSIONS.

	SEEK	HEOP[5]	E O P State	E O P Community	College Discovery
Supportive Services[1]					
Program	674	558	185	0	0
Regular	664	431	309	462	1,868
Other	0	68	30	21	0
TOTAL[2]	1,338	1,058	524	483	1,868
Educational Costs[3]	245	2,821	920	810	250
SUBTOTAL - EDUCATIONAL EXPENDITURES	1,583	3,879	1,444	1,293	2,118
Amount for Living Costs[4]	630	1,123	1,609	1,109	929
TOTAL	2,213	5,002	3,053	2,402	3,047

[1]Total program expenditures minus SFA.

[2]Differences due to rounding.

[3]See Table 32. Educational costs include tuition, fees, books.

[4]Includes room and board for resident students and transportation and lunches for commuters.

[5]Four year programs.

TABLE 40

SEEK EXPENDITURE SUMMARY, 1974-75

	Program	Regular	Federal and Other	Total
Professional Personnel	$ 5,217,603	$ 5,008,516	0	$ 10,226,119
Employee Benefits	924,638	924,638	0	1,849,276
Student Assistants	189,374	173,490	0	362,864
Clerical & Secretarial Personnel	435,323	404,877	0	840,200
Employee Benefits	122,448	72,816	0	195,264
Consumables	27,214	26,261	0	53,475
Equipment	22,121	22,121	0	44,242
Travel	0	0	0	0
Contractual Services	30,590	29,790	0	60,380
Other	40,885	40,317	0	81,202
SFA	5,180,062	5,171,227	4,052,273	14,403,562
Totals	$12,190,258	$11,874,053	$4,052,273	$28,116,584

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TABLE 41

HEOP EXPENDITURE SUMMARY, 1974-75

	Program	Regular	Other	Total
Professional Personnel Employee Benefits	$2,501,431	$1,215,064	$ 208,093	$ 3,924,588
Student Assistants	389,929	59,485	49,294	498,908
Clerical & Secretarial Personnel Employee Benefits	NA[1]	218,801	40,429	259,230
Consumables	14,714	53,847	9,576	78,137
Equipment	NA[1]	13,890	40,100	53,990
Travel	29,429	25,609	400	55,438
Contractual Services	0	0	0	0
Other	0	678,486	14,000	692,486
SFA	4,429,003	3,468,680	10,914,533	18,812,216
Total	$7,357,149	$5,733,862	$11,276,425	$24,374,973

[1]These items are not reimbursable by HEOP.

TABLE 42

EOP STATE-OPERATED CAMPUS EXPENDITURE SUMMARY, 1974-75

	Program	Regular	Federal & Other	Total
Professional Personnel	$ 947,234	$1,368,160	$ 93,403	$ 2,408,797
Employee Benefits	188,848	299,939	41,444	530,232
Student Assistants	171,591	65,457	62,094	299,142
Clerical & Secretarial Personnel	3,057	293,360	17,960	314,377
Employee Benefits	0	70,101	8,209	78,310
Consumables	0	58,747	540	59,287
Equipment	179	12,763	70	13,012
Travel	0	17,616	707	18,322
Contractual Service	0	90,298	0	90,298
Other	76,604	43,512	4,467	124,583
SFA	5,921,053	520,884	5,867,499	12,309,436
Total	$7,308,566	$2,840 838	$6,096,392	$16,245 796

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TABLE 43

EOP COMMUNITY-COLLEGE CAMPUS EXPENDITURE SUMMARY, 1974-75

	Program	Regular	Federal & Other	Total
Professional Personnel	0	$1,056,800	$ 44,620	$1,101,060
Employee Benefits	0	218,877	5,804	224,285
Student Assistants	0	18,732	16,724	35,456
Clerical & Secretarial Personnel	0	169,075	5,715	174,790
Employee Benefits	0	42,334	1,200	43,534
Consumable	0	28,908	0	28,908
Equipment	0	12,887	0	12,887
Travel	0	7,391	0	7,391
Contractual Service	0	1,200	0	1,200
Other	0	48,321	0	48,321
SFA	2,202,741	55,374	4,451,682	6,709,797
Total	$2,202,741	$1,659,897	$4,524,989	$8,387,629

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TABLE 44

COLLEGE DISCOVERY EXPENDITURE SUMMARY, 1974-75

	Program	Regular	Federal & Other	Total
Professional Personnel	$ 213,836	$6,918,275		$ 7,132,111
Employee Benefits		1,269,516		1,269,516
Student Assistants				
Clerical & Secretarial Personnel				
Employee Benefits				
Consumables		108,129		108,129
Equipment		33,177		33,177
Travel				
Contractual Service		95,912		95,912
Other				
SFA	3,008,680		1,791,221	4,799,901
Total	$3,222,516	$8,425,009	$1,791,221	$13,438,746

In 1974-75 a total of $32,288,567 was directly appropriated by New York State for opportunity programs. About 31,117 students (average) were enrolled at a cost of $1,038 per student. This ranged from $635 at EOP community colleges to $1,400 at four year independent institutions. (Table 58).

Table 45 displays the total appopriation of funds (including Federal, State and institution). The greatest amount per student went to the independent institutions, where the expenses for tuition are especially high. Students in the CUNY system received the next highest amounts, despite the fact that tuition was not charged at these institutions.

More than 90 million dollars were expended in 1974-75 for opportunity programs in New York State. This was an average of $2,910 per student.

TABLE 45

TOTAL ALLOCATIONS FOR OPPORTUNITY PROGRAMS IN NEW YORK STATE[1], 1974-75

	SEEK	HEOP	EOP		COLLEGE DISCOVERY
			STATE	COMMUNITY	
Allocation	$28,116,584	$24,374,393	$16,245,796	$8,387,609	$13,438,746
Number of students	10,398	5,255	7,488	3,468	4,508
Average dollars per student	$ 2,704	$ 4,638	$ 2,169	$ 2,418	$ 2,981

TOTALS: Allocations: $90,563,128

No. of Students: 31,117

Average dollars per student: $2,910

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[1]Includes all sources of funding: Federal, State, city and institutional.

APPENDIX A

INSTITUTIONS PARTICIPATING IN NEW YORK STATE OPPORTUNITY PROGRAMS, 1974-75

A. City University of New York

I. SEEK

Bernard M. Baruch College
Brooklyn College
City College
Medgar Evers College
Hunter College
John Jay College of Criminal Justice
Herbert H. Lehman College
Queens College
York College
Richmond College

II. College Discovery

Borough of Manhattan Community College
Bronx Community College
Hostos Community College
Kingsborough Community College
Kingsborough Bilingual Institute
New York City Community College
Queensborough Community College
Staten Island Community College

B. Private Colleges and Universities

I. Four-Year Programs

Bard College
Barnard College
Canisius College
College of Mt. St. Vincent
College of New Rochelle
College of St. Rose
Colgate University
Columbia College
Columbia University-General Studies
Cornell University
C.W. Post College
Dowling College
Elmira College
Fordham University-Lincoln Center
Fordham University - Rose Hill
Mercy College
Molloy College
Mt. St. Mary College
Nazareth College
New York Inst. of Tech. (Old Westbury)
New York Inst. of Tech. (New York)
New York University
Niagara University
Nyack College
Pace University, New York City
Pace University, Westchester
Polytechnic Inst. Brooklyn
Pratt Institute
Rensselaer Polytechnic Inst.
Rochester Inst. of Technology

Hamilton-Kirkland Colleges
Hobart/Wm. Smith Colleges
Hofstra University
Iona College
Ithaca College
Keuka College
LeMoyne College
Long Island University
Manhattan College
Manhattanville College
Marist College
Marymount-Manhattan College
Marymount-Tarrytown College
Rosary Hill College
Russell Sage College
St. John Fisher College
St. John's University
St. Lawrence University
Siena College
Skidmore College
Southampton of Long Island University
Syracuse University
Union College
University of Rochester
Utica College
Vassar College
Wagner College

II. Two-Year Programs

Albany Business College
Culinary Institute of America
Elizabeth Seton College
Harriman College
Junior College of Albany
Mater Dei College

III. Part-time and Prison Programs

Junior College of Albany at Coxsackie Correctional Institute
Marist College at Green Haven Correctional Facility
Malcolm-King: Harlem Extension
New York Institute of Technology (Old Westbury)
Niagara Frontier/Attica
University College of Syracuse
University Without Walls of Skidmore College at Comstock Correctional Facility

C. State University of New York

I. State-Operated Campuses

a. University Centers

Albany
Binghamton
Buffalo
Stonybrook

b. University Colleges

Brockport
Buffalo
Cortland
Fredonia
Geneseo
Mt. Vernon
New Paltz
Old Westbury
Oneonta
Oswego
Plattsburg
Potsdam
Purchase
Syracuse
Utica-Rome

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c. Specialized Colleges

College of Environmental Science and Forestry
Maritime College at Fort Schuyler
Statutory College at Cornell University

d. Agricultural and Technical Colleges

Alfred
Canton
Cobleskill
Delhi
Farmingdale
Morrisville

II. Community Colleges

Auburn
Clinton
Finger Lakes
Corning
Dutchess
Erie, City Campus
Erie, North Campus
Fashion Institute of Technology
Fulton-Montgomery
Genesee
Herkimer
Hudson Valley
Jamestown
Jefferson
Mohawk Valley
Monroe
Nassau
Niagara
Onondaga
Rockland
Schenectady County
Suffolk County
Sullivan County
Ulster County
Westchester